Community and Technical Colleges
Institutional Effectiveness Peer Review

Guidelines for College Site Coordinators

1. The College Site Coordinator

Colleges choosing a peer review site visit for institutional effectiveness evaluation purposes are contacted by the Coordinating Board and asked to appoint a site coordinator. The college site coordinator is responsible for working directly with the Community and Technical College (CTC) Division's Director of Institutional Effectiveness (or other designated staff member) to organize the visit. Dates for the site visit are usually negotiated by the CTC Director of Institutional Effectiveness and the college site coordinator, in consultation with appropriate college administrators.

2. Scheduling the Site Visit

Institutional effectiveness peer reviews are conducted on-site at college campuses, branch campuses, or other locations owned by the college, where programs and/courses are offered. Sites not owned by the college (e.g., high schools) where courses-only are offered (no complete certificate or degree programs) are not usually visited unless the course offerings at those locations are technology-intensive requiring highly specialized equipment or the college requests the site be visited and evaluated as part of the review.

Site visits require two and one-half days beginning on a Wednesday morning and concluding by noon on the following Friday.

Generally, peer review site visits are scheduled for the months of November through April of each year. *The months of December and March are not recommended for site visits.* Christmas closing dates and varying spring break schedules can render it difficult to recruit peer reviewers for visits during those months.

<u>*If a college wishes to schedule a site visit during the months of December or March, the request will be honored on the condition that the college agree in writing that the visit may be rescheduled if a complete peer review team cannot be assembled for the desired month*</u>.

3. Financial Expenses Associated with Site Visits

Colleges scheduled for peer review site visits are given a grant by the Coordinating Board to cover certain expenses associated with the site visit. Prior to the visit, the CTC Director of Fiscal Services will contact the college business office to discuss the grant amount. The cost of providing breakfast and lunch (please see item 6 for more information about meals for the team), basic office supplies for team member use, rental vehicles (if necessary) for transportation of team members, and/or other allowable expenses is included in the grant amount. The college site coordinator should work with the college business office to assure that all allowable activities resulting in a financial cost to the college are included when communicating with the CTC Director of Fiscal Services.

4. The Peer Review Team

The CTC Director of Institutional Effectiveness or other designated staff member assembles the team of peer reviewers. Team members are community and technical college faculty members, program coordinators/department heads, deans, or other appropriate personnel, nominated by their presidents or colleagues, and who are experts in their disciplines.

The identity and institutional affiliation of team members is shared with the college in advance of the site visit. Although rare, there may be instances in which a college requests that a particular reviewer not be part of the team. Should that situation arise, the college site coordinator or other college representative should notify the CTC Director of Institutional Effectiveness as soon as possible.

5. The Team Work Room

The college site coordinator determines the location of the team work room. When choosing a location for the work room, please bear in mind that the team will spend many hours there. To the greatest extent possible, please assure the following:

☐ The work room and work tables should be large enough for team members to "spread-out" materials and work comfortably.

☐ The work room should have good lighting, good ventilation, and be convenient to restrooms.

Work room set-up should include:

☐ conference-style seating/worktables for the team;

☐ a "head" table or other easy-for-all-to-see location for the team leader to use in conducting the orientation and training session on the first morning of the visit;

☐ at least two computers with internet connections and (a) printer(s);

☐ a photocopy machine (can be small portable-type);

☐ a telephone with access to an outside line (for credit card calls);

☐ an in-room fax machine or convenient access to a fax machine;

☐ some basic office supplies (pens, pencils, highlighters, notepads, paper clips, post-it notes, stapler, etc.);

- ☐ binders or file boxes containing the program documentation and related materials should be arranged on tables along the walls of the workroom;

- ☐ team members often work at the hotel during the evening. There may be a need for boxes to permit program documentation material (especially if it involves multiple binders or files) to be carried to the hotel and back to campus the following day. (All program material will be returned to the work room by team members.)

6. Meals for Team Members

Breakfast — The college is asked to provide breakfast for the team each morning of the visit. Experience has shown that team members function better when served "real" breakfast – that is – more than coffee, juice, and pastries. The cost of providing breakfast should be included in the grant amount discussed with the CTC Director of Fiscal Services.

Lunch — The college is not expected to provide lunch for the team. However, some arrangements for the team's lunch are necessary. Typically, colleges make the following kinds of arrangements:

a) provide lunch for the team and include that cost when discussing the grant amount with the CTC Director of Fiscal Services;

Note: Team members are reimbursed by the Coordinating Board for the cost of meals during the site visit. If a college elects not to provide lunch, alternatives include, but are not limited to:

b) the team has lunch in the college cafeteria (if available) and team members pay for their own lunch;

c) the college makes arrangements for team members to "order-in" box lunches or other food from local restaurants or caterers (team members pay for their own lunch);

d) any other arrangement that is convenient for the college and results in a decent lunch for team members.

Refreshments During the Day

Coffee, water, soft drinks/juice, and other refreshments should be available in the work room throughout each day of the visit. The cost of providing refreshments should be included in the grant amount discussed with the CTC Director of Fiscal Services.

Dinner — The college does not provide dinner for the team. The college may be asked to transport the team to dinner if there is no restaurant on-premises or within reasonable walking distance of the hotel where the team is staying. If sufficient numbers of team members have personal transportation available, it may be possible for the team to transport itself to dinner without assistance from the college.

7. Hotel Accommodations, Travel Arrangements, and Team Transportation

The college is not responsible for making lodging or travel arrangements for team members. Usually, the CTC staff will select lodging accommodations without assistance from the college. However, recommendations about suitable local hotels/motels are appreciated. If a lodging recommendation is made, please make sure the recommended accommodations are *clean, well-maintained, and secure.*

The college is asked to provide transportation for the team between the hotel and college site(s) during the site visit and, if necessary, arrange for airport pick-up of team members. When a college is located in an area lacking major commercial airline service, team members traveling by air must sometimes arrive at airports in nearby or adjoining cities. In such cases, the team leader always attempts to coordinate team member arrival to permit the college to pick-up team members in a single trip. The college may also be asked to return team members to the airport upon conclusion of the site visit on Friday.

The need for transportation to and from the airport will be coordinated by the college site coordinator and the team leader in advance of the visit.

8. Preparation of Program Documentation and Related Material for the Review

Essential documents for study by the review team (see Appendix A) should be prepared and organized in advance of the visit. *The need for a clear and effective presentation of materials cannot be over-emphasized*. Team members base most of their decisions on information contained in the documentation. Thus, careful attention to the preparation and organization of materials is essential. It is always best to organize program documentation in binders or files organized to correspond with the order of items contained in the site visit instruments.

9. The Site Visit Schedule

A sample schedule for the site visit is included in Appendix B.

The first day (Wednesday) of the visit is consumed by the training and orientation session conducted for team members by the team leader, the president's/chancellor's presentation to the team, and review of program documentation/material.

The second day (Thursday) is consumed by team member visits/interviews with college personnel. See item 10.

A team meeting is held from 7:00 p.m. – 9:00 p.m. on Thursday evening. The college is not involved in the team meeting.

The third and final day (Friday) of the visit consists of team members completing written evaluation instruments, turning in their work, and departing for home. If desired by the president/chancellor, the team leader will present an informal, brief, oral exit summary. The college should be mindful that the written evaluation instruments have not been thoroughly evaluated at of the time the exit presentation. There may be some variance in information presented during the exit summary and information reflected in the official site visit report.

Note: The college is cautioned against making the exit briefing a general assembly. If one or more areas/activities do not meet standards, the individuals responsible for those areas might be publicly embarrassed if the findings are announced to a large assembled body.

10. Interviews with College Personnel

The college site coordinator arranges the schedule for interviews with appropriate faculty, staff, and administrators. In advance of the visit, the college site coordinator should provide the CTC Director of Institutional Effectiveness with a list of names, titles, and telephone and room/office numbers of all individuals scheduled for interview (see Appendix C for list of college personnel to be scheduled). The length of interviews should be anywhere from 30 to 60 minutes, depending on program size and/or the complexity of the activity/area being evaluated and the number of people the reviewer is scheduled to visit. Interviews should conclude for the day at 4:30 p.m. (see examples in Appendices D1 and D2).

11. Chancellor's/President's Presentation

The college chancellor/president is asked to make a presentation to the team covering the philosophy of the institution, the college mission, vision, strategic plan, as well as financial, physical, and human resources (see Appendix E). Presentations typically last 30-45 minutes. The purpose of the presentation is to permit team members to gain a basic overview of the college.

12. Team Report

A written report is sent to the institution approximately two to three months following the site visit. The report includes copies of all written evaluation instruments and team findings. Upon receipt of the report, the college has three months to respond to any findings that require or otherwise warrant a response (the report will contain information and identify findings that do and do not require the college to respond). The college's response must include specific plans to address any concerns identified in the report.

One year following the Coordinating Board's receipt of the college's response to the site visit report, the CTC Institutional Effectiveness Staff will conduct a follow-up evaluation of the response to the site visit. The follow-up evaluation is a form of desk review. The purpose of the follow-up is to assess the college's progress in addressing any concerns identified in the report. As part of the follow-up evaluation, the CTC staff may contact the college and request specific information about the extent to which plans or actions contained in the institution's response to the site visit report have been implemented. The team report, the college's response, and any follow-up response will become resources for the next evaluation cycle.

Appendix A

Materials to be Assembled for CTC On-Site Review

The following items should be available for review in the room designated as the team work room (except Perkins fiscal materials – see II below) and organized in binders or boxes for each area evaluated:

I. Mission, Strategic Planning and Institutional Resources

1. Copies of College Catalog
2. College Master Plan/Strategic Plan/Institutional Effectiveness Plan
3. Most recent self-study, SACS Committee Report, and letter of (re)accreditation
4. Copies of official college publications including schedule of classes
5. Documentation concerning the college's internal program evaluation process
6. Documentation concerning the college's instructional effectiveness evaluation system
7. Documentation concerning the college's professional development activities
8. Distance Education Plan/Documentation
9. Most recent internal audit report
10. College web site information

II. Effective Use of Perkins Resources

The following materials should be available in the office of the college's Perkins fiscal administrator:

1. Perkins expenditures ledgers and detail (current program year)
2. Budget reports and Charts of Accounts (current program year)
3. Vouchers and supporting detail for Perkins transactions
4. For all current year employees paid in full or in part by Perkins:
    a. List of job title, percentage Perkins funded, which grant/project identified with, and current salary
    b. Time and effort records
    c. Job descriptions
5. Perkins Equipment Inventory records
6. Perkins Final Expenditure Reports for previous program year for each grant program, including reconciliation or direct tie to the accounting ledger
7. Perkins Local Plan for Program Improvement

III. Access/Effectiveness of Student Services

1. Student Satisfaction Survey
2. Documentation on Student Support Services
3. Documentation on assessment and remediation
4. ADA Transition Plan
5. Documentation showing OCR compliance
    - College admissions form
    - Admissions form(s) for any limited enrollment program (e.g., nursing)
    - Employment application form
    - College catalog
    - Student handbook
    - Employee handbook
    - Policies and procedures manual

- Annual public notice
- Contractual agreements (e.g., co-op)
- Occupational/Technical publications
- Grievance procedures for students and employees
- Americans with Disabilities Act self-assessment

IV. Achievement

1. Information/studies on retention
2. Licensure pass rates

V. Continuing Education/Workforce Development

1. Documentation on workforce development efforts
2. Documentation on adult literacy efforts
3. Documentation on quality of continuing education courses

VI. Academic

1. Documentation of library resources/evaluation
2. Documentation on integration of core curriculum into A.A. and A.S. programs
3. Transfer success studies/Community College Transfer Rate Study
4. Information on transfer facilitation
5. Documentation of success of developmental programs/improvement efforts

VII. Program-Specific Materials

Program-specific materials should be organized by the four-digit program name as indicated on the college's inventory of CB-approved programs (if the program name the college uses is different from the program name on the CB program inventory, this should be indicated below the CIP program name). Materials for each program should be put in a three-ring binder (preferred) or box, which should be clearly labeled with program name, CIP, and the name of the respective peer reviewer.

Each binder/box should include the following:

1. Course syllabi and/or course descriptions for all technical and vocational courses, including competency statements, performance objectives, DACUM, etc.
2. SCANS Matrix (SCANS matrix is NOT required to be incorporated into course syllabi)
3. External Learning Experience/Capstone documentation
4. Copies of articulation, affiliation, and cooperative agreements
5. Last program revision, if program was revised recently (within last year)
6. Copy of internal program review
7. Current list of program advisory committee members including occupational title, name and address of their firm, and gender/ethnicity
8. Copies of minutes of program advisory committee meetings for the previous two years
9. Program budget for previous two years

Appendix B

Agenda for On-Site Institutional Effectiveness Peer Review Team Members

Tuesday, [Travel/Arrival Date]	
Afternoon/Evening	Travel time and arrival of team
6:00 p.m. - 8:00 p.m.	Get-Acquainted Dinner (optional) - Meet in hotel lobby
Wednesday, [Day 1]	
7:45 a.m.	Meet in hotel lobby for transport to campus - Brief tour of campus (optional)
8:00 a.m. - Noon	**Breakfast; Team Orientation/Training/Assignments** - Team Work Room
12:00 p.m. - 1:00 p.m.	Lunch - (Lunch Location #1)
1:00 p.m. - 1:30 p.m.	**President=s Presentation** (Team and President with chief administrators) - [Presentation Site] Meet with college contacts: Deans, Chairs
1:30 p.m. - 5:00 p.m.	**Review of materials provided by college** - Team Work Room
	Dinner - (on your own)
Thursday, [Day 2]	
7:45 a.m.	Meet in hotel lobby for transport to campus
8:00 a.m. - Noon	**Breakfast; Interviews with college personnel** - College Sites
12:00 p.m. - 1:00 p.m.	Lunch - (Lunch Location #2)
1:00 p.m. - 4:30 p.m.	**Continuation of interviews** - College Sites
	Dinner - (on your own)
7:00 p.m. - 9:00 p.m.	**Team Meeting: Report Findings/ Recommendations;** Team leader prepares draft of Team Report - Hotel meeting room
Friday, [Day 3]	
7:45 a.m.	Meet in hotel lobby for transport to campus
8:00 a.m. - Noon	**Breakfast; Team completes evaluation instruments and approves draft of Team Report** - Team Work Room
12:00 Noon	Team is off campus

College Personnel to be Scheduled for Interview

Mission, Strategic Planning and Institutional Resources

President*
Chief Academic Officer
Planning/Institutional Effectiveness Officer
Director of Distance Education
Director of Developmental Programs
Professional Development Officer

*It is our desire to be as respectful as possible of the president's time. It is therefore recommended that a maximum of 30 minutes be allotted for this interview unless the president desires a longer session.

Effective Use of Perkins Resources

Chief Fiscal Officer (no detailed schedule required)
Perkins Contact

Access/Effectiveness of Student Services

Vice President/Dean of Student Services
Director of Institutional Research/Registrar
Perkins Contact
OCR/ADA Coordinator
Director of Financial Aid
Placement Coordinator
Counselors
Director of Assessment/Remediation

Achievement

Director of Institutional Research
Director of Developmental Education

Continuing Education/Workforce Development

Director of Continuing Education
Director of Workforce Development/Contract Training
Director of Adult Literacy

Academic Areas

Academic Vice President/Chief Instructional Officer
Library Director/Dean of Learning Resources
Director of Developmental Education

Workforce Education Programs

Program Chair/Coordinator and key faculty for four-digit CIP program on Coordinating Board Program Inventory

EXAMPLE
Institution-Level Review

Interview Schedule for CTC On-Site Review

Thursday, October 19, 2003

Reviewer: Joe Doe - Access/Student Services

Time		Interviewee
9:00 – 10:00 a.m.	**Student Support Services**	VP/Dean of Students
10:00 - 11:00 a.m.	**Career Development and Placement**	David F.
11:00 - 12:00 noon	**Counseling/Advising**	Joe B.
12:00 - 1:00 p.m.	Lunch	
1:30 - 2:30 p.m.	**Assessment and Remediation**	Dan I.
2:30 - 3:30 p. m.	**Office of Civil Rights Compliance**	Herb K.
3:30 - 4:30 p.m.	**Financial Aid Services**	Mary O.

Interview times can be shortened to 30 or 45 minutes if more interviewees need to be scheduled.

EXAMPLE
Program-Specific Review

Interview Schedule for CTC On-Site Review

Thursday, October 19, 2003

Reviewer: Jane Doe - Technical Programs

Time	Program (CIP)*		Faculty/Interviewee
9:00 – 10:00 a.m.	47.02	**Refrigeration/Air Conditioning**	Jack B.
10:00 - 11:00 a.m.	47.0608	**Auto body Technology**	David F.
11:00 - noon	47.0604	**Automotive Technology**	Dr. H
noon - 1:00 p.m.		Lunch	
1:30 - 2:30 p.m.	47.0605	**Diesel Mechanics Technology**	Dan I.
2:30 - 3:30 p. m.	48.01	**Drafting Technology**	Herb K.
3:30 - 4:30 p.m.	15.03	**Electronics Technology**	Dr. N.

*Program names as they appear on CB Technical Program Inventory.

Interview times can be shortened to 30 or 45 minutes if more interviewees need to be scheduled.

President's/Chancellor's Presentation – Suggested Topical Outline

The President/Chancellor of the college is asked make a presentation to the review team covering the following topics:

1. Mission/Vision of the College as defined by current college leadership
2. Strategic Plan, Institutional Effectiveness Efforts
3. Financial Resources, Stability, Cost Effectiveness
4. Physical Resources
5. Human Resources
6. Other relevant topics the president/chancellor desires to include